



APA Formatting Guide

APA stands for **American Psychological Association**; its *Publication Manual* is the most commonly used manuscript and documentation format within the **social sciences**. As with any academic essay, in an APA style essay or report, you should be clear, concise, and maintain credibility to the sources you use throughout your essay. You must also present your essay in the following APA manuscript format guidelines.

Your overall essay should have:

12-point font
Times New Roman
One-inch margins
Left alignment
Double space
½-inch indentation
Running head

Your APA essay should include four sections:

Title Page
Abstract
Main Body
References

PAGE HEADER/RUNNING HEAD:

Your essay should include a **page header** (also known as the “running head”) at the top of every page. The running head is a shortened version of your paper’s title and cannot exceed 50 characters including spacing and punctuation.

- Insert page numbers (flush right).
- Type “TITLE OF YOUR PAPER” in the header flush left using all capital letters.

A **professional paper** includes the **title** (flush left in all capitals) and the **page number** (flush right). It also includes the **author note** beneath the institutional affiliation, in the bottom half of the title page. It should be divided up into several paragraphs, with any paragraphs that are not relevant omitted.

- **The first paragraph** – should include the author’s name, the symbol for the ORCID iD, and the URL for the ORCID iD. Any authors who do not have an ORCID iD should be omitted.
- **The second paragraph** should show any change in affiliation or any deaths of the authors.
- **The third paragraph** should include any disclosures or acknowledgements, such as study registration, open practices and data sharing, disclosure of related reports and conflicts of interest, and acknowledgement of financial support and other assistance. The fourth paragraph should include contact information for the corresponding author.

A **student paper** only includes the **page number** (flush right). It **should not** include an **author note**.

TITLE PAGE:

The **title page** should contain the **title of the paper**, the **author’s name**, and the **institutional affiliation**. Your paper should also include **the course number and name**, **instructor name**, and the **assignment due date**.



Type your title in upper and lowercase letters centered in the upper half of the page. The title should be centered and written in boldface. APA recommends that your title be focused and succinct and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the author's name: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (PhD). For names with suffixes, separate the suffix from the rest of the name with a space, not a comma (e.g., Felicien L. Cooke Jr.)

Beneath the author's name, type **the institutional affiliation**, which should indicate the location where the author(s) conducted the research.

ABSTRACT

Your abstract page should begin on a new page and already include the **page header**. On the first line of the abstract page, center and bold the word "Abstract" (no italics, underlining, or quotation marks). On the next line, write a concise summary of the key points of your research. (Do not indent.)

Your abstract should contain:

- your research topic
- research questions
- participants
- methods
- results
- data analysis
- conclusions.

You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced. Your abstract should typically be no more than 250 words.

You may also want to list **keywords** from your paper in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords. Listing your keywords will help researchers find your work in databases.

THE FOLLOWING PAGES ARE EXAMPLES OF WHAT A PROFESSIONAL AND STUDENT ESSAY, RESPECTIVELY, SHOULD LOOK LIKE. THE EXAMPLES ARE TAKEN FROM THE OWL PURDUE WEBSITE.



Student title page example

The Purdue Online Writing Lab's Sample Title Page:
Following the American Psychological Association's Guidelines

The **page number** begins on the first page and follow on every subsequent page. No other information is required with the page number.

The **essay's title** should be centered, bold, written in title case, and be located three to four lines below the top margin of the page.

Your **name** appears two lines below the title written as: First name, middle initial(s), last name. Use "and" to separate the names if there are two authors. Use a comma to separate if three or more.

Your full name → Polly Purdue

→ Department of English, Purdue University

Your affiliation follows immediately after your name. Write the **department** and **course** the paper is being written for.

ENGL 999: Course Name

Dr. Professor's Name

November 11, 2019

Course & number

Professor's name

Assignment due

The **course name, number, prof's name,** and the **due** date follow your affiliation.



Professional title page example



PURDUE ONLINE WRITING LAB'S SAMPLE TITLE PAGE



1

The Running Head is the shortened version of your essay title. Write in all caps and aligned on the left side of your essay. It should start on this page and continue throughout your essay. No "running head" label is included in APA 7. If the paper's title is fewer than 50 characters (including spaces and punctuation), the actual title may be used rather than a shortened form.

Much like the student heading, the **page number** begins on the first page and follow on every subsequent page.

The **essay's title** should be centered, bold, written in title case, and be located three to four lines below the top margin of the page.

Your **name** appears two lines below the title written as: First name, middle initial(s), last name. Use "and" to separate the names if there are two authors. Use a comma to separate if three or more. Omit all professional titles and/or degrees (e.g. Dr., Rev., PhD., MA).

The Purdue Online Writing Lab's Sample Title Page:

Following the American Psychological Association's Guidelines

Full name

Polly Purdue and Purdue Pete

Purdue Online Writing Lab

Department of English, Purdue University

Affiliation

Your affiliation follows immediately after your name. If you represent multiple institutions, use superscripted numbers to indicate which author is affiliated with which institution.

Author's notes contain the following parts in this order:

1. Bold, centered "Author's note" label.
2. ORCID ID's
3. Changes of author affiliation
4. Disclosure/Acknowledgements
5. Contact information

Each part is optional (i.e., you should omit any parts that do not apply to your manuscript, or omit the note entirely if none apply.) Format each item as its own indented paragraph.

Author Note

Polly Purdue  <https://orcid.org/#####>

Purdue Pete  <https://orcid.org/#####>

Purdue Pete is now at the Department of Philosophy, Purdue University.

We have no conflicts of interests to disclose.

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ORCID

ORCID is an organization that allows researchers and scholars to register professional profiles, so that they can easily connect with one another. Provide the author's name followed by the green ID icon (hyperlinked to the URL that follows) and a hyperlink



**DO NOT INDENT
ABSTRACT!**

id: [SHORTENED TITLE UP TO 50 CHARACTERS]

2

Abstract

Your **Abstract page** should be on a separate page and be centered and bold on the first line with the word "Abstract".

This is your **Abstract page**. Notice that this paragraph is not indented. This paragraph should contain a concise summary of your key points of your research. Some things to think about including in your abstract should be your research topic, research questions, participants, methods, results, data analysis, and your conclusions. You may also include implications of your research, and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced, and typically be no more than 250 words. Below your abstract are keywords that you will add that are in your abstract. Follow the rules in the box on how to format your keywords.

250 words

Keywords: abstract, not indented, concise summary, research topic, research questions,

List **Keywords** from your paper in your abstract.

Indent as you would if you were starting a new paragraph, type *Keywords:* (*italicized*), and then list your keywords. Listing your keywords will help researchers find your work in databases.

NOTE: Past this point, the essays are virtually identical, besides the absence of a running head of a student paper.



Running head: [SHORTENED TITLE UP TO 50 WORDS]

Branching Paths: A Novel Teacher Evaluation Model for Faculty Development

According to Theall (2017), "Faculty evaluation and development cannot be considered separately ... evaluation without development is punitive, and development without evaluation is guesswork" (p. 91). As the practices that constitute modern programmatic faculty development have evolved from their humble beginnings to become a commonplace feature of university life (Lewis, 1996), a variety of tactics to evaluate the proficiency of teaching faculty for development purposes have likewise become commonplace. These include measures as diverse as peer observations, the development of teaching portfolios, and student evaluations.

One such measure, the student evaluation of teacher (SET), has been virtually ubiquitous since at least the 1990s (Wilson, 1998). Though records of SET-like instruments can be traced back to work at Purdue University in the 1920s (Remmers & Brandenburg, 1927), most modern histories of faculty development suggest that their rise to widespread popularity went hand-in-hand with the birth of modern faculty development programs in the 1970s, when universities began to adopt them in response to student protest movements criticizing mainstream university curricula and approaches to instruction (Gaff & Simpson, 1994; Lewis, 1996; McKee, 1996). By the mid-2000s, researchers had begun to characterize SETs in terms like "...the predominant measure of university teacher performance [...] worldwide" (Pounder, 2007, p. 178). Today, SETs play an important role in teacher assessment and faculty development at most universities (Davis, 2009). Recent SET research practically takes the presence of some form of this assessment on most campuses as a given. Spooner et al. (2017), for instance, merely note that that SETs can be found at "almost every institution of higher education throughout the world" (p. 130). Similarly, Darwin (2012) refers to teacher evaluation as an established orthodoxy, labeling it a "venerated," "axiomatic" institutional practice (p. 733).

This is a quote from an external source. Provide the page number from which the external quote was borrowed from.

This second quote, however, is paraphrased. You will need to provide the page number from which the external quote was borrowed.

Be sure to spell out abbreviations the first time you use them, or otherwise, the reader will not understand what you are talking about.



Running head: [SHORTENED TITLE UP TO 50 WORDS]

Use **transition words** to help get to your next paragraph and point of your essay.

For sources that cite other sources, use "as cited in" to let the reader know the source you are using has cited another source.

Moreover, SETs do not only help universities direct their faculty development efforts. They have also come to occupy a place of considerable institutional importance for their role in personnel considerations, informing important decisions like hiring, firing, tenure, and promotion. Seldin (1993, as cited in Pounder, 2007) finds that 86% of higher educational institutions use SETs as important factors in personnel decisions. A 1991 survey of department chairs found 97% used student evaluations to assess teaching performance (US Department of Education). Since the mid-late 1990s, a general trend towards comprehensive methods of teacher evaluation that include multiple forms of assessment has been observed (Berk, 2005). However, research suggests the usage of SETs in personnel decisions is still overwhelmingly common, though hard percentages are hard to come by, perhaps owing to the multifaceted nature of these decisions (Boring et al., 2017; Galbraith et al., 2012). In certain contexts, student evaluations can also have ramifications beyond the level of individual instructors. Particularly as public schools have experienced pressure in recent decades to adopt neoliberal, market-based approaches to self-assessment and adopt a student-as-consumer mindset (Darwin, 2012; Marginson, 2009), information from evaluations can even feature in department- or school-wide funding decisions (see, for instance, the Obama Administration's Race to the Top initiative, which awarded grants to K-12 institutions that adopted value-added models for teacher evaluation).

However, while SETs play a crucial role in faculty development and personnel decisions for many education institutions, current approaches to SET administration are not as well-suited to these purposes as they could be. This paper argues that a formative, empirical approach to teacher evaluation developed in response to the demands of the local context is better-suited for helping institutions improve their teachers. It proposes the ~~Heavilon~~ Evaluation of Teacher, or



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HET, a new teacher assessment instrument that can strengthen current approaches to faculty development by making them more responsive to teachers' local contexts. It also proposes a pilot study that will clarify the differences between this new instrument and the Introductory Composition at Purdue (ICaP) SET, a more traditional instrument used for similar purposes. The results of this study will direct future efforts to refine the proposed instrument.

Methods section, which follows, will propose a pilot study that compares the results of the proposed instrument to the results of a traditional SET (and will also provide necessary background information on both of these evaluations). The paper will conclude with a discussion of how the results of the pilot study will inform future iterations of the proposed instrument and, more broadly, how universities should approach teacher evaluation.

Literature Review

This is the second level heading to your essay. **Second-level headings** are to be placed flush left, bold, and written in title case.

Effective Teaching: A Contextual Construct

Third-level headings are flush left, bold, and written in title case, and *italicized*.

The validity of the instrument this paper proposes is contingent on the idea that it is possible to systematically measure a teacher's ability to teach. Indeed, the same could be said for virtually all teacher evaluations. Yet despite the exceeding commonness of SETs and the faculty development programs that depend on their input, there is little scholarly consensus on precisely what constitutes "good" or "effective" teaching. It would be impossible to review the entire history of the debate surrounding teaching effectiveness, owing to its sheer scope—such a summary might need to begin with, for instance, Cicero and Quintilian. However, a cursory overview of important recent developments (particularly those revealed in meta-analyses of empirical studies of teaching) can help situate the instrument this paper proposes in relevant academic conversations.



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Meta-analysis 1. One core assumption to the dynamic model is the notion that good teaching has effects that can be

The **Fourth-level heading** to your essay should be bold, written in title case, indented, and written in line with the following paragraph.

meta-analysis of 167 empirical studies that investigated the effects of various teaching factors on student achievement (Kyriakides et al., 2013) supported the effectiveness of a set of teaching factors that the authors group together under the label of the “dynamic model” of teaching. Seven of the eight factors (Orientation, Structuring, Modeling, Questioning, Assessment, Time Management, and Classroom as Learning Environment) corresponded to moderate average effect sizes (of between 0.34–0.41 standard deviations) in measures of student achievement. The eighth factor, Application (defined as seatwork and small-group tasks oriented toward practice of course concepts), corresponded to only a small yet still significant effect size of 0.18. The lack of any single decisive factor in the meta-analysis supports the idea that effective teaching is likely a multivariate construct. However, the authors also note the context-dependent nature of effective teaching. Application, the least-important teaching factor overall, proved more important in studies examining young students (p. 148). Modeling, by contrast, was especially important for older students.

Meta-analysis 2. A different meta-analysis that argues for the importance of factors like clarity and setting challenging goals (Hattie, 2009) nevertheless also finds that the effect sizes of various teaching factors can be highly context-dependent. For example, effect sizes for homework range from 0.15 (a small effect) to 0.64 (a moderately large effect) based on the level of education examined. Similar ranges are observed for differences in academic subject (e.g., math vs. English) and student ability level. As Snook et al. (2009) note in their critical response to Hattie, while it is possible to produce a figure for the average effect size of a particular teaching factor, such averages obscure the importance of context.



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Materials and Methods

Here, we have skipped to the **Materials and Methods** page of the essay. The Materials and Method title is centered in the middle and bold.

This section proposes a pilot study that will compare the ICaP SET to Evaluation of Teacher (HET), an instrument designed to combat the statistical described above. In this section, the format and composition of the HET is described, with special attention paid to its branching scale design. Following this, the procedure for the study is outlined, and planned interpretations of the data are discussed.

The Purdue ICaP SET

The SET employed by Introductory Composition at Purdue (ICaP) program as of January 2019 serves as an example of many of the prevailing trends in current SET administration. The evaluation is administered digitally: ICaP students receive an invitation to complete the evaluation via email near the end of the semester, and must complete it before finals week (i.e., the week that follows the normal sixteen-week term) for their responses to be counted. The evaluation is entirely optional: teachers may not require their students to complete it, nor may they offer incentives like extra credit as motivation. However, some instructors opt to devote a small amount of in-class time for the evaluations. In these cases, it is common practice for instructors to leave the room so as not to coerce high scores.

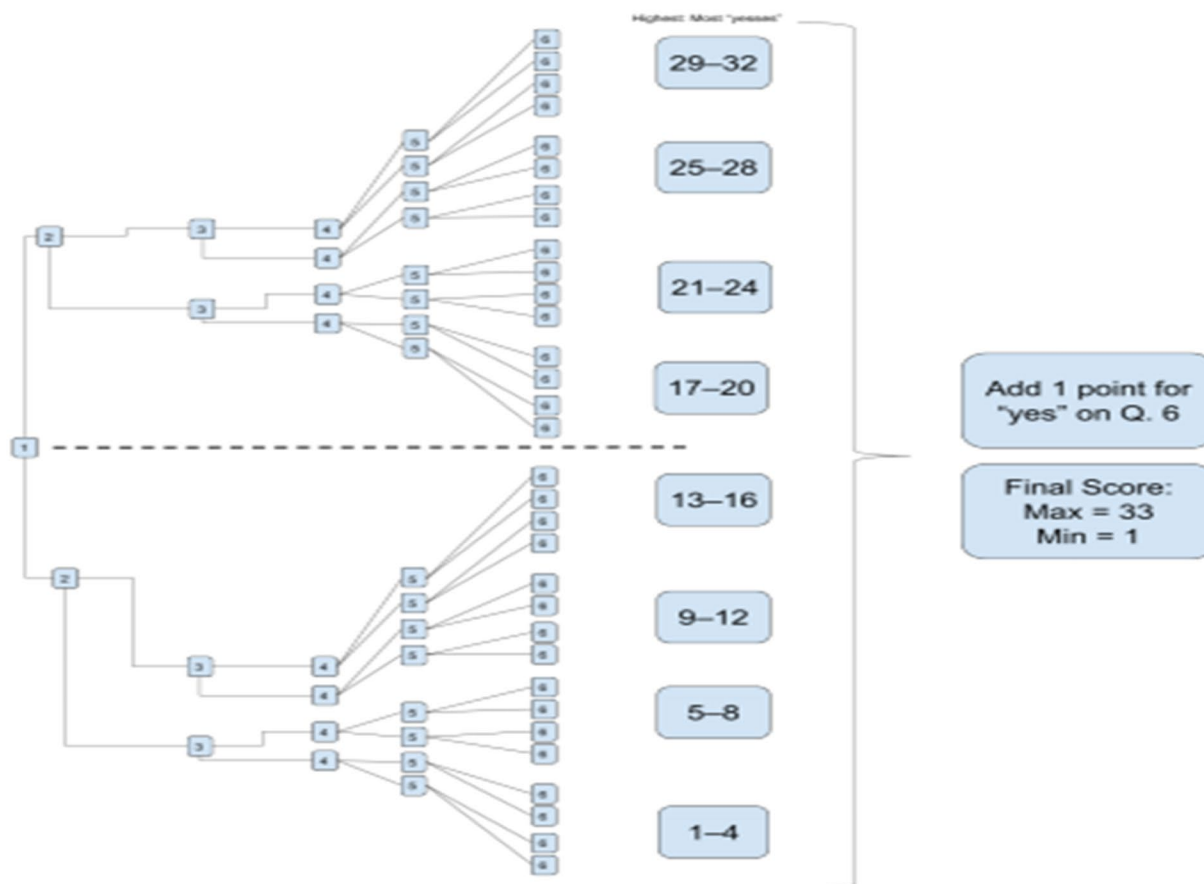
The ICaP SET mostly takes the form of a simple multiple-choice survey. Thirty-four MCQs appear on the survey. Of these, the first four relate to demographics: students must indicate their year of instruction, their expected grade, their area of study, and whether they are taking the course as a requirement or as an elective. Following these are two questions related to the overall quality of the course and the instructor (students must rate each from “very poor” to “excellent” on a five-point scale). These are “university core” questions that must appear on every SET administered at Purdue, regardless of school, major, or course. The Students are also



Figure 1

Illustration of HET's Branching Structure

Tables and graphs are numbered sequentially (i.e., 1,2,3...) They are identified via a second-level heading (flush-left, bold, and title case) followed by an *italic title* that briefly describes the content of the table or figure.



Note: Each node in this diagram corresponds to a suite of HET/ICALT items, rather than to a single item. The questions on the HET derive from the International Comparative Analysis of Learning and Teaching (ICALT), an instrument that measures observable teaching behaviors for the purpose of

Table and Figure Notes are preceded by the label "Note" written in *italics*. General notes that apply to the entire table should come before specific notes (indicated with superscripted lowercase letters that correspond to specific locations in the figure or table.) Table notes are optional.

international pedagogical research within the European Union. The most recent version of the ICALT contains 32 items across six topic domains that correspond to six broad teaching skills. For each item, students rate a statement about the teacher on a four-point Likert scale. The main advantage of using ICALT items in the HET is that they have been independently tested for reliability and validity numerous times



over 17 years of development (see, e.g., Van de Grift, 2007). Thus, their results lend themselves to meaningful comparisons between teachers (as well as providing administrators a reasonable level of confidence in their ability to model the teaching construct itself).

The six “suites” of questions on the HET, which correspond to the six topic domains on the ICALT, are presented in Table 1.

Table 1

HET Question Suites

Tables are formatted similarly to figures. They are titled and numbered in the same way, and table-formatting notes are presented the same was as figure-following notes. Use separate sequential numbers of tables and figures. For instance, this table is presented as Table 1 rather than Table 2, despite the fact that Figure 1 preceded it.

Suite	# of Items	Description
Safe learning environment	4	Whether the teacher is able to maintain positive, nonthreatening relationships with students (and to foster these sorts of relationships among students).
Classroom management	4	Whether the teacher is able to maintain an orderly, predictable environment.
Clear instruction	7	Whether the teacher is able to explain class topics comprehensibly, provide clear sets of goals for assignments, and articulate the connections between the assignments and the class topics in helpful ways.



When a table stretches across multiple pages, repeat the column labels on each new page. Most word processors have a feature that does this automatically.

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Suite	# of Items	Description
Activating teaching methods	7	Whether the teacher uses strategies that motivate students to think about the class's topics.
Learning strategies	6	Whether teachers take explicit steps to teach students how to learn (as opposed to merely providing students informational content).
Differentiation	4	Whether teachers can successfully adjust their behavior to meet the diverse learning needs of individual students.

Note. Item numbers are derived from original ICALT item suites.

The items on the HET are modified from the ICALT items only insofar as they are phrased as binary choices, rather than as invitations to rate the teacher. Usually, this means the addition of the word “does” and a question mark at the end of the sentence. For example, the second safe learning climate item on the ICALT is presented as “The teacher maintains a relaxed atmosphere.” On the HET, this item is rephrased as, “Does the teacher maintain a relaxed atmosphere?” See Appendix for additional sample items.

In addition to presenting figures and tables in the text, you may also present them in the **appendices**, which is located at the end of the essay.

As will be discussed below, the ordering of item suites plays a decisive role in the teacher's final score because the branching scale rates earlier suites more powerfully. So too does the “sensitivity” of each suite of items (i.e., the number of positive responses required to progress upward at each branching node). This means that it is important for local stakeholders to participate in the development of the scale. In other words, these stakeholders must be involved in decisions about how to order the item suites and adjust the sensitivity of each node. This is described in more detail below.



Your **References** will list your **sources** in **alphabetical order** by the **author(s) last names**. You should have a reference entry for every source you cite in your essay. For more details on how to cite various sources throughout your references page, please see the SAC Writing Center's

[NO MORE THAN 50 WORDS]

References

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You will begin the **Reference page** on a new page. Write the word "References" (for multiple sources) or "Reference" (if the essay only contains one source) centered and in bold letters at the top of the page.

A
TO
Z

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Appendix

Sample ICALT Items Rephrased for HET

Suite	Sample ICALT Item	
Safe learning environment	The teacher promotes mutual respect.	Does the teacher promote mutual respect?
Classroom management	The teacher uses learning time efficiently.	Does the teacher use learning time efficiently?
Clear instruction	The teacher gives feedback to pupils.	Does the teacher give feedback to pupils?
Activating teaching methods	The teacher provides interactive instruction and activities.	Does the teacher provide interactive instruction and activities?
Learning strategies	The teacher provides interactive instruction and activities.	Does the teacher provide interactive instruction and activities?
Differentiation	The teacher adapts the instruction to the relevant differences between pupils.	Does the teacher adapt the instruction to the relevant differences between pupils?

The **Appendix page** is located after the references page. You will write “Appendix” at the top of the page centered and in bold letters. If there are multiple appendices, label them with capital letters (e.g., Appendix A, Appendix B, and Appendix C). Start each appendix on a new page.

Paragraphs of text can also appear in appendices. If they do, paragraphs should be indented normally, as they are in the body of your paper.

If an appendix contains only a single table or figure, as this one does, the centered and bolded “Appendix” replaces the centered and bolded label that normally accompanies a table or figure.

If the appendix contains both text and tables or figures, the tables or figures should be labeled, and these labels should include the letter of the appendix in label. For example, if Appendix A contains two labels and one figure, they should be labeled “Table A1,” “Table A2,” “Figure A1.”